

North Smithfield School Department Grade 7 US History
YEARLY UNITS (Model PARCC Framework)

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI 7.10		WRITING ABOUT TEXT W7.1-7.10		RESEARCH
		3-5 Short Texts	Primary Sources	Routine Writing	4-6 Analysis	1 Research
<p>UNIT 1: Three Worlds Meet</p> <p>Essential Questions: How did American, African, and European societies differ from one another before 1500? How did Europeans transform life in the Americas?</p>	<ul style="list-style-type: none"> The World Before 1500 European Exploration of the Americas The Spanish and Native Americans 	<ul style="list-style-type: none"> <i>American History</i> Textbook Background information: “The People of Other Americas” Background information: “Early North Americans” The Middle Passage: “The Slave Ship” by Olaudah Equiano 	<ul style="list-style-type: none"> Letter from Columbus to Queen Isabella (1493) 	Develop and convey understanding <ul style="list-style-type: none"> Summarizing topics Reflection Short-Answer Questions 	Focus on arguments Focus on inform and explain <ul style="list-style-type: none"> Informative Essay: How did Europeans transform life in the Americas? 	Additional texts and writing for research
<p>UNIT 2: The English Colonies</p> <p>Essential Questions: How did the experience of the early colonists shape America’s political and social ideals? What factors allowed each colonial region to grow and prosper? What traditions, events, and forces helped form an American identity?</p>	<ul style="list-style-type: none"> The English Establish 13 colonies The Colonies Develop Beginnings of an American Identity & Roots of American Democracy The French & Indian War 	<ul style="list-style-type: none"> <i>American History</i> Textbook Background reading: The Brown Brothers, Providence, and the Slave Trade Background reading: The Young Witch Hunters Background reading: “Why did American Colonists have the rights of Englishmen” 	<ul style="list-style-type: none"> The Mayflower Compact (1620) “A Relation” description of Plimoth (1630s) “A Key to Understanding the Narragansett” by Roger Williams (1643) 	Develop and convey understanding <ul style="list-style-type: none"> Summarizing topics Reflection Short-Answer Questions Informative Essay (in response to essential question) 	Focus on arguments <ul style="list-style-type: none"> Early Jamestown: Why Did So Many Colonists Die? (DBQ assignment from “Mini-Q’s in American History binder) Focus on inform and explain <ul style="list-style-type: none"> Informative essay: What factors allowed each colonial region to grow and prosper? 	Additional texts and writing for research <ul style="list-style-type: none"> Research Essay: What traditions, events, and forces helped form an American Identity?
<p>UNIT 3: American Revolution</p> <p>Essential Questions: What drove the colonists to declare independence from Great Britain? How was it possible that American Patriots gained their independence from the powerful British Empire?</p>	<ul style="list-style-type: none"> The Road to Revolution Declaring Independence The Revolutionary War Legacy of the War 	<ul style="list-style-type: none"> <i>American History</i> Textbook <i>The Midnight Ride of Paul Revere</i>, by Henry Longfellow 	<ul style="list-style-type: none"> The Stamp Act (1765) Paul Revere’s Boston Massacre Engraving (1770) John Adams Letter to Catherine Macaulay (1773) “Common Sense” excerpt, by Thomas Paine (1776) Declaration of Independence (1776) Revolutionary Era Political Cartoons (1754-1782) 	Develop and convey understanding <ul style="list-style-type: none"> Summarizing topics Reflection Short-Answer Questions 	Focus on arguments <ul style="list-style-type: none"> Valley Forge: Would You Have Quit? (DBQ assignment from “Mini-Q’s in American History binder) Focus on inform and explain <ul style="list-style-type: none"> Informative essay: What drove the colonists to declare independence from Britain? 	Additional texts and writing for research

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<p>UNIT 4: Creating a New Nation</p> <p>Essential Questions:</p> <p>How did Americans create a national government that respected both the independence of states and the rights of individuals? How is the Constitution a “living document”? How does the Bill of Rights protect individual rights? What precedents were set during Washington’s presidency?</p>	<ul style="list-style-type: none"> • The Confederation Era • Constitutional Convention • The Bill of Rights • Washington’s Presidency 	<ul style="list-style-type: none"> • <i>American History</i> Textbook • Biography of George Washington • Background Reading: “The Structure of Government” 	<ul style="list-style-type: none"> • The Articles of Confederation (1781) • The United States Constitution • The Bill of Rights 	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Summarizing topics • Reflection • Short-Answer Questions 	<p>Focus on arguments</p> <ul style="list-style-type: none"> • How Did the Constitution Guard Against Tyranny? (DBQ assignment from “Mini-Q’s in Civics” binder) 	<p>Additional texts and writing for research</p>
<p>UNIT 5: The Early Republic</p> <p>Essential Questions:</p> <p>What political traditions and tensions first appeared in the early years of the new republic? How did the events of the Jefferson Era strengthen the nation?</p>	<ul style="list-style-type: none"> • The Federalists in Charge • Jeffersonian Democracy • The Louisiana Purchase • The War of 1812 	<ul style="list-style-type: none"> • <i>American History</i> Textbook • National Geographic: Lewis & Clark • 	<ul style="list-style-type: none"> • Lewis & Clark’s Journal 	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Summarizing topics • Reflection • Short-Answer Questions 		